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ABSTRACT

Requests for the vocational and overall philosophies of school districts were made to 46 Wyoming school superintendents. A descriptive analysis of the content of the philosophies divided the school districts into four categories. Eight districts had separate vocational philosophies; 17 acknowledged the need for vocational education in the district's overall philosophy; and 12 failed to mention the need for vocational education in the district's overall philosophy, goals, and objectives. Two districts did not mention the need for vocational education in the overall district philosophy and did not have a separate vocational education philosophy but did have philosophies, goals, and objectives for some of the service areas. A vocational education philosophy was developed that could be used by all Wyoming educators. Recommendations were made for the development of vocational education philosophies at the state and local levels and for further study in this area. (Appendixes include letters to superintendents and copies of the philosophies of vocational education from the eight school districts.) (YLB)

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DETERMINING THE VOCATIONAL EDUCATION PHILOSOPHIES OF SCHOOL DISTRICTS IN WYOMING

by

Timothy J. MacDonnell

A Thesis

Submitted to the Department of

Vocational Education and the Graduate

School of the University of Wyoming in Partial

Fulfillment of the Requirements for the Degree of

Master of Science

ED237702

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Requests for school districts' vocational and overall philosophies were made to 46 Wyoming school superintendents. Only 8 of the school districts had developed a separate vocational education philosophy. Recommendations were made for the development of vocational education philosophies at the state and local level and for further study in this area.

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CHAPTER I

INTRODUCTION

Society has recognized the fact that every citizen should be educated to contribute effectively to the welfare of the country. In response to the demands of society, the Congress of the United States passed the Smith-Hughes Act in 1917. This law provided Federal aid for administration, teaching, and teacher training in vocational agriculture, homemaking, and industrial education. Additional funds have been provided in subsequent acts. The Vocational Education Act of 1963 authorized Federal funds for any recognized vocation except those considered professional or requiring a baccalaureate degree.

The need for vocational education in Wyoming is illustrated by a Department of Labor Survey which estimates that 85 percent of the jobs in Wyoming require vocational preparation of less than a baccalaureate degree. A Wyoming Vocational Association study showed: (1) over 80 percent of high school students are enrolled in vocational education or exploratory classes; (2) schools are not meeting the demand for trained workers in 90 percent of the available jobs; and (3) over 50 percent of all students who graduate from high school go to work immediately upon graduation. (6 : 6)

To ensure future public and legislative support for vocational education, vocational educators need to have a philosophy of vocational education that allows the public to know the basic concepts of vocational education. This philosophy should be a "framework" for thinking about,

and acting upon the goals, objectives, and the end-means relationship of vocational education.

Statement of the Problem

The purpose of this study was to determine the vocational education philosophy of individual school districts in the State of Wyoming.

Concerns of the study were:

1. How many school districts had a separate vocational education philosophy?
2. How many districts mentioned the need for vocational education in the district's overall philosophy?
3. How many districts made no mention of vocational education?

The following variables were considered in the development of the problem:

a. Vocational education.

b. Career education.

c. Secondary education.

d. Philosophies of education.

e. Philosophies of vocational education.

f. Principles of vocational education.

Importance of the Study

The need for this study was identified by the Wyoming Department of Education's Vocational Education Unit. The need, to determine the vocational education philosophy of local school districts, was identified as the number one priority by the Vocational Unit staff. It was believed

that in order for schools to have quality vocational eudcation programs, the schools need a vocational education philosophy. This philosophy should be a foundation that allows schools to formulate goals, and a "framework" which aids the school in the development of objectives and standards.

This study will assist the Vocational Education Unit to:

1. Determine the local school's philosophy of vocational education.
2. Establish a better understanding with local school districts concerning vocational education.
3. Continue the effort of improving vocational education programs.
4. Develop an overall vocational education philosophy that may be utilized by all Wyoming educators to improve present or future programs.

Research Design

The research design for this study was a descriptive analysis of the content of the philosophies adopted by local school districts. The data for this research study were compiled from school districts throughout the State of Wyoming.

The data for this study were requested in three stages:

1. An initial letter requesting the schools' philosophies and vocational philosophies.
2. A follow-up letter reminding the schools of the initial request for the philosopnies.
3. Phone calls to the remaining schools for a final request of cooperation.

The returned data were analyzed and tabulated by the researcher into one of the following areas:

1. School districts with a separate vocational education philosophy.
2. School districts that acknowledge the need for vocational education in the district's overall philosophy.
3. School districts not mentioning the need for vocational education in the district's overall philosophy.

A review of pertinent literature was made to determine what research had been conducted in the area of vocational education philosophies and to establish a base for analysis of the data.

Limitations of the Study

This study was limited to the 46 school districts in the State of Wyoming. The data received were limited to those school districts with a philosophy for the school or for vocational education.

Description of Terms

In order to allow the reader an understanding of the terms used in this study, the following were defined:

Vocational Education. Organized educational programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring less than a baccalaureate or advanced degree. (1 :9)

Secondary Vocational Education. Vocational education provided to students who are in grades 7 through 12. (1: 8)

Career Education. Programs and activities which aid awareness and exploration of the world of work and of the self in relation to work, and

preparation for work. (1 : 6)

Occupational Education. Any educational program with a direct career relationship. A broad generic term describing vocational education at the post-secondary level but not limited to any particular delivery system. (1 : 7)

CHAPTER II

A REVIEW OF PERTINENT LITERATURE

Introduction

With increased emphasis on vocational education more people need to know exactly what is vocational education. The purpose of this study was to determine the vocational philosophy of school districts in Wyoming. It was believed that a knowledge of the philosophies would allow educators and the public to possess a better understanding of the goals and purposes of vocational education.

A review of literature was made to determine what research had been conducted in the area of vocational education philosophies and to establish a base for support of the findings of this study. An ERIC (Educational Resource Information Center) search was utilized to determine what research in the area of vocational philosophies had been completed. In addition to the ERIC search, the American Vocational Education Journal, Wyoming State Standards for Vocational Education, and the Phi Delta Kappan were reviewed for relevant literature. The literature revealed more emphasis in the areas of principles and policies rather than addressing the issue of a vocational education philosophy.

Principles

As reported in a study conducted by the University of California (5:4) "principles are basic truths, laws, or assumptions which determine the intrinsic nature or behavior of vocational education." Many

principles which today guide vocational education were first outlined during the Smith-Hughes era, a period between 1906 and 1917. These principles which were first expressed as beliefs or theories have since 1917 been verified and are now considered as standards. The following principles were set forth in the study conducted by the University of California to serve as guidelines in the policy-making and decision-making process:

--Vocational Education benefits and is the shared responsibility of the nation, the state and the local community.

--Vocational Education requires a competent staff with expertise in the fields for which they are responsible.

--Vocational Education is developed, conducted, and evaluated in consultation with appropriate advisory committees.

--Vocational Education is based upon a systematic assessment of social, economic, and employment needs.

--Vocational Education reflects and anticipates the changing attitudes and values of society as well as the changing requirements of business and industry.

--Vocational Education benefits individuals in relation to economic necessity, personal satisfaction and competence on the job.

--Vocational Education provides options that will benefit individuals entering, upgrading or retraining for employment.

--Vocational Education provides for the unique needs, experiences, and varying abilities of individuals.

--Vocational Education is of direct value to society in relation to the stability of the economy and the supply and demand of the labor force.

--Vocational Education provides opportunities for individuals to discover and develop their vocational interests and abilities and to be assisted toward placement in the occupation for which they have received instruction.

--Vocational Education develops work attitudes, saleable skills, and usable knowledge related to employment.

--Flexible entry and exit for individuals is a characteristic of Vocational Education.

--Vocational Education is appropriate for all individuals without regard to sex, creed, religion, race, geographical location, or physical or mental handicaps.

--Vocational Education is an identifiable integral component of quality comprehensive educational systems.

--Vocational Education contributes to the concept that an individual's occupation is a major cohesive force in the continuity of that individual's life.

--Vocational Education learning is more effective when it occurs in a context that either is or simulates an actual job situation.

--Vocational Education is concerned with the total growth of individuals.

--Vocational Education is for those individuals who need it, want it, and are able to profit by it.

--Vocational Education is held accountable and is evaluated on the basis of objectives, processes, products, costs and community acceptance.

--Vocational Education is coordinated among the various agencies and institutions so as to maximize available resources.

In an article in the Journal of the American Vocational Education Association, Paulter (4:67) stated: "There is no general consensus regarding the goals of Vocational Education and anyone who dares to put them down in black and white is opening themselves to attack." The results from a survey conducted by Paulter (4:70) in September 1980 showed that there was a great range of opinion about the philosophy and principles which guide vocational education. A review of the following Table will illustrate how far from a consensus the respondents to the survey were.

TABLE I

PRINCIPLES OF VOCATIONAL EDUCATION

	%	SA	A	U	D	SD
Vocational training is one part of vocational education.	547 98.9	188 34.4	311 56.9	22 4.0	20 3.7	6 1.1
Vocational education makes the content of general education more relevant and applicable.	547 98.9	216 39.5	251 45.9	43 7.9	32 5.9	5 .9
Employability is the major goal of vocational education.	547 98.9	225 41.1	250 45.7	18 3.3	45 8.2	9 1.6
Vocational education is concerned with the total individual and his/her educational needs.	549 99.3	230 41.9	212 38.6	27 4.9	64 11.7	16 2.9
The educational environment for vocational education is the work environment, itself, or a replica of the work environment.	549 99.3	157 28.6	296 53.9	44 8.0	49 8.9	3 .5
Vocational education is based upon systematic assessment of social, economic, and employment needs of the individual and society.	548 99.1	151 27.6	282 51.5	58 10.6	49 8.9	8 1.5
The subject matter to be taught in vocational education must relate directly to the functions in the occupational area.	548 99.1	185 33.8	249 45.4	26 4.7	75 13.7	13 2.4
Vocational education gives the student the ability to secure and hold employment.	551 99.6	158 28.7	248 45.0	63 11.4	72 13.1	10 1.8
Vocational education gives the student the ability to go on to more advanced education.	549 99.3	118 21.5	266 48.5	71 12.9	80 14.6	14 2.6
Vocational education is designed specifically to improve the efficiency of an individual for a specific occupation.	550 99.5	85 15.5	237 43.1	42 7.6	141 25.6	45 8.2

SA—Strongly Agree; A—Agree; U—Undecided; D—Disagree; SD—Strongly Disagree

Even with the difference in opinions concerning the principles of vocational education Paulter believes the clarification of such principles can be of real value to any vocational program. For from these principles come the decisions, both organizational and administrative, which carry philosophy into practice.

According to Durkee and Rowles (2:5) for any statement or decision concerning vocational education programs to be defensible, the statement or decision must be made within the framework of tested and proven principles and concepts. Durkee and Rowles listed the following principles which combined the basic elements of Prosser's Theorems and some current concepts of vocational education to serve as a framework for the decisions concerning vocational education (A list of Prosser's Theorems is located in the appendix.)

1. Vocational education at the secondary level should be a developmental process, providing maximum options for students to find employment or pursue post-secondary vocational education programs. Post-secondary vocational education programs should provide for basic entry level skills and for upgrading or advancement in the student's selected occupational area.
2. Curriculum should be developed and validated in terms of occupational analysis and established objectives and should be designed to meet both individual and occupational needs.
3. The curriculum should be flexible enough to permit students to enter or exit programs at increasingly complex occupational competency levels.

4. The instructor must have had recent successful occupational experience in the application of skills and knowledge in the operations and processes to be taught.
5. Vocational education should be administered by persons who are familiar with and sympathetic toward the goals and objectives of vocational education.
6. Vocational training for jobs should be carried on in the same way with the same operations, tools, and equipment utilized in the occupation itself.
7. Vocational education should educate the individual directly and specifically in the attitudes, basic education skills, and the thinking and manipulative habits required in the occupation itself.
8. Vocational education professional leadership and administrative growth should be a continuous process for providing program regeneration and self-renewal to provide future dynamic leadership.
9. Vocational education should provide experiences that allow students to learn by doing.
10. Vocational education program objectives, curriculum, and teaching environment are developed, conducted, and evaluated in consultation with appropriate advisory committees including representation from business, industry, agriculture, and labor.
11. Vocational education programs provide related instructional activities, shop and/or laboratory experiences, and supervised occupational experiences of sufficient scope, level, and duration

to insure adequate preparation for the student to enter employment in skilled, semi-skilled, or technical occupations.

12. Vocational education programs provide guidance, counseling, testing, placement, and follow-up services for students who wish to enter a program of instruction, complete the program, and become available for employment.
13. Vocational education makes maximum use of the community resources available to conduct and evaluate the instructional programs, provide for supervised occupational experience for the student, and in placement and follow-up activities.
14. Vocational Education is an integral component of the total educational process in the comprehensive educational system in the community.
15. Vocational Education provides options for students to change occupational choices and educational programs in concert with the changing needs of the employing community, economic necessity, personal satisfaction, individual competencies, interests, etc.
16. Vocational education is made available, attractive, and meaningful to all students without regard for/to sex, race, creed, religion, or geographical location.
17. Vocational education provides for the development of leadership skills for vocational education students through active student organizations.
18. Other:

Philosophies

A philosophy, as the term is used loosely in vocational education, actually consists of an understanding of the basic principles upon which vocational education was founded. (5:2)

According to Law (3:3) when proposing a philosophy for vocational education the following items should be considered:

1. Vocational education has no clear, concise, easily definable philosophy to which it can lay claim to.
2. The pseudo-philosophical bases upon which vocational education loosely operates are a conglomerate of beliefs, indiscriminately interwoven parts of which are mutually exclusive and often contradictory.
3. If we have a philosophical base broad enough to cover all our actions it is so diffuse and eclectic that it appears schizophrenic and at times non-existent.
4. Adminstrative decisions affecting vocational education are made out of some philosophical base to which the decision-maker subscribes allegiance. If the decision-maker could clearly define such a philosophical base, the individual would then be hard pressed to show a cause/effect relationship between that defined philosophy and even a majority of his or her decisions.

Vocational education, as reported by Miller (3:15), truly needs a philosophy to guide future decisions. This philosophy needs to rise above the Smith-Hughes mentality, a mentality which was perfectly adequate in the early part of the century but is no longer capable of

directing vocational education in our rapidly changing society. What vocational education needs must come from knowledgeable people who are experienced in vocational education and who have the farsighted perceptions which will allow vocational education to grow with society. Miller believes that vocational education must (1) join with general education in a mutually supportive cause, (2) have the ability to change, (3) direct its own change with purpose and meaning, and (4) improve the quality of life for all persons.

Parks (3:7) suggests that vocational education be founded upon a sound philosophical and educational base. For without a base upon which to build, the program will have neither stability nor a sense of direction.

Parks' concern was that vocational education should not be classified as a unique discipline within the educational system, and a vocational education philosophy should address two fundamental questions:

1. Why vocational education in lieu of or in conjunction with other educational concepts?
2. What is vocational education with respect to meeting current and projected social, economic, and individual needs?

CHAPTER III

DISCUSSION AND ANALYSIS OF DATA

Introduction

The great range of opinions regarding the philosophies and principles which guide vocational education has become a concern to many people because of the lack of understanding of what is vocational education. The purpose of this study was to determine the vocational education philosophies of local districts in Wyoming, and to aid in the development of a vocational education philosophy that could be utilized by all Wyoming educators.

Procedure

All of the district philosophies were obtained from school superintendents through a letter of request. A copy of the 1980 Directory of Wyoming Educators (7:30) was obtained. A letter (Appendix I) was sent to 46 school superintendents in the State of Wyoming. The letter requested a copy of the district's overall education philosophy and a copy of the district's vocational education philosophy. A follow-up letter (see Appendix I) and phone calls were made to encourage full participation in the study.

Scope

The scope of this study included a total of 39 school districts. This resulted in a response rate of 87.8 percent. (Figure 1).

FIGURE 1

SCHOOL DISTRICTS RESPONDING TO SURVEY

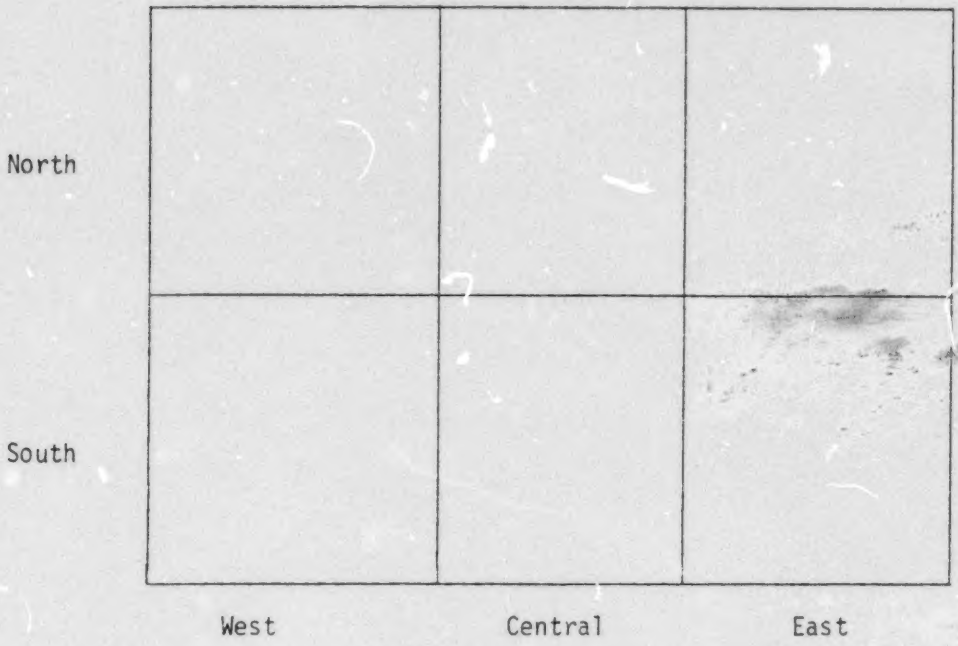
Albany County No. 1	Lincoln County No. 1 & 2
Big Horn County No. 1, 2, & 3	Natrona County No. 1
Campbell County No. 1	Niobrara County No. 1
Carbon County No. 1 & 2	Park County No. 1, 6, & 16
Converse County No. 1 & 2	Platte County No. 1 & 2
Crook County No. 1	Sheridan County No. 1, 2, & 3
Fremont County No. 1, 6, 9, 24, & 25	Sublette County No. 1 & 9
Goshen County No. 1	Sweetwater County No. 2
Hot Springs County No. 1	Unita County No. 6
Johnson County No. 1	Washakie County No. 1 & 2
Laramie County No. 1	Weston County No. 1 & 7

Total Requests 46 Total Responding 39 Response Rate 87.8%

Geographical Analysis

Of the 39 school districts which participated in this study 9 were in the southeast portion of the state, 4 were in the northeast portion of the state, 5 were in the south central portion of the state, 9 were in the north central portion of the state, 7 were in the southwest portion of the state and 5 were in the northwest portion of the state. (Refer to Figure 2 for geographical breakdown of the state).

Figure 2
GEOGRAHPICAL BREAKDOWN



A comparative analysis was made to determine the number of school districts from each geographical region which (1) possessed a separate vocational education philosophy, (2) acknowledged the need for vocational education in the district overall philosophy, (3) made no mention of vocational education in the district philosopjy, or (4) were classified as other. (See Table II).

The analysis of the data revealed that of the nine districts in the southeast part of the state two districts had separate vocational philosophies, five districts acknowledged the need for vocational education, two districts did not mention the need for vocational education, and zero districts were classified as other. The northeast part of the state had

TABLE II

ANALYSIS OF DISTRICT'S PHILOSOPHIES WITH RESPECT TO GEOGRAPHIC LOCATION

Catagory	Number of Districts in Each Geographic Location					
	South-east	North-east	South Central	North Central	South-west	North-west
Districts with separate vocational education philosophies	2	0	3	2	1	0
Districts acknowledging the need for vocational education in overall philosophy	5	3	2	2	4	1
Districts not mentioning the need for vocational education in overall philosophy	2	0	0	5	2	3
Other	0	1	0	0	0	1
TOTAL	9	4	5	9	7	5

zero districts with separate vocational philosophies, three districts which acknowledged the need for vocational education, zero districts that made no mention of vocational education, and one district classified as other.

In the south central region of the state three districts possessed separate vocational philosophies and two districts acknowledged the need for vocational education in the district's overall philosophy. The two other categories did not apply in this region. The north central area had two districts with separate vocational philosophies, two districts acknowledging the need for vocational education and five districts not mentioning the need for vocational educaiton. The analysis of the southwest district showed one district with a separate vocational philosophy, four districts which acknowledged the need for vocational education, and two districts that did not mention the need for vocational education in the district's overall philosophy. The analysis of the final geographical region, the northwest, showed that none of the participating districts possessed a separate vocational philosophy, one district acknowledged the need for vocational education, three districts failed to mention the need for vocational education in the overall philosophy and one district in the category of other.

The data from the participating districts were analyzed and tabulated into one of the four catagories as reflected in Table III. The philosophies were analyzed and tabulated according to districts with separate vocational education philosophies, districts acknowledging the need for vocational education in overall philosophy, districts not mentioning the need for vocational education, and districts not fitting into any of the above categories.

TABLE III

ANALYSIS OF DISTRICT PHILOSOPHIES

Catagory	Number of Districts	Percent of Responses
Districts with separate vocational philosophies	8	20.5
Districts acknowledging the need for vocational education in overall philosophy.	17	43.7
Districts not mentioning the need for vocational education in overall philosophy.	12	30.8
Other*	2	5.0

*Could not be classified separately.

Separate Vocational Philosophies

The analysis of the data found that eight or 20.5 percent of the participating districts had separate vocational philosophies. See Figure 3 for listing of the districts.

FIGURE 3

SCHOOL DISTRICTS WITH SEPARATE VOCATIONAL PHILOSOPHIES

Albany County School District Number One
Carbon County School District Number One
Fremont County School District Number One
Fremont County School District Number Twenty-Five
Natrona County School District Number One
Platte County School District Number One
Sheridan County School District Number Two
Washakie County School District Number One

A copy of each of the eight philosophies is contained in the appendix. Of the eight districts possessing vocational education philosophies two listed them as career education, one as occupational education, four as vocational educational philosophies and one district had philosophies for both occupational and vocational education. (See Table IV).

TABLE IV

BREAKDOWN OF DISTRICT PHILOSOPHIES BY PROGRAM TITLE

Program Title	Number of Districts	Percent of Districts
Career Education	2	25.0
Occupational Education	1	12.5
Vocational Education	4	50.0
Two or more titles*	1	12.5

*One district had philosophies for both occupational and vocational education.

The term vocational education, even though unique and having an explicit definition, was often used interchangeably with other closely related terms such as occupational education and career education. In this study districts listing programs as vocational, occupational, or career education were construed to be of the same meaning and intent.

Districts Acknowledging the Need for Vocational Education

The analysis of the data found that the largest number of the participants, 17 or 43.7 percent, were in the category of acknowledging the need for vocational education. The need for vocational education was acknowledged or stated with several different terms in the districts' overall philosophies, goals, and objectives. Many of the districts

stated the need for vocational education with a combination of terms and ideas, (refer to Figure 4). Some districts included in this category

FIGURE 4

TERMS USED TO REFER TO VOCATIONAL EDUCATION

Vocational Guidance	Vocational Needs
Vocational Skills	Technical Proficiency
Vocational Experiences	Training for Occupations
Vocational Opportunities	Choice of Life's Work
Vocational Training	Career Awareness

attached notes stating that there was not a need for separate vocational philosophies because vocational education is a part of the overall education program and should not be separated with its own philosophy.

The goals and objectives disclosed in the overall district philosophies which related to vocational education are listed below.

1. To provide the student with vocational skills, which will enable him to take his place in the economic world.
2. Pride in performing tasks with skill and appreciation for work and ability.
3. Develop skills to enter a specific field of work.
4. Gain information needed to make job selections.
5. Provide staff members with preparation sufficient to meet pupil needs for vocational skills.
6. Have available the needed vocational and educational guidance.

7. To make available to all students basic vocational skills to promote career awareness and the work ethic.
8. The school should direct their efforts toward enabling every child to receive the vocational experiences necessary to enable him to take his place as a responsible citizen in our democratic society.
9. Economic know-how and technical proficiency in some vocations are a must in the world today.
10. Our school should acquaint students with the vocational opportunities of our age, emphasizing the importance of an early choice of life work so that their schooling may make the best contribution to that choice.
11. Enabling each child to explore his own aptitudes, become acquainted with the world of work so that he can make a wise vocational choice, and have sufficient background to begin pursuing this choice.
12. To secure vocational skills or a knowledge of and a desire to attain such skills for those students not planning to attend college.
13. It is the school's responsibility to place each child in an atmosphere conducive to learning the basic vocational concepts necessary for the future.
14. To provide all students with the opportunity to attain their vocational goals.
15. The opportunity to engage in career exploration, and to participate in vocational-technical skill areas.

16. Students need to develop skills in specific fields of work.
17. Students need to be more knowledgeable about job selections.
18. Grades K-6 should be basic exploratory type in vocations and 7-12 actual job experiences in the vocational field.
19. Serve all student by providing skill training to fit needs of students, industry, community and state for current and emerging occupations.
20. Provide for planned leadership training through youth organizations.

Districts Not Mentioning the Need for Vocational Education

Twelve of the districts or 30.8 percent participating in this study had neither a separate vocational philosophy nor mentioned the need for vocational education in the district's overall philosophy, goals and objectives. These districts appeared to have strong overall philosophies but failed to mention vocational education or any of the related programs.

Other

The final category titled "other" were two districts or 5 percent that did not have separate vocational philosophies, did not mention the need for vocational education in the overall district philosophy but did have philosophies and objectives for some service areas. Examples of the service areas are: Agricultural education, Business and Office education, Home Economics, and Trades and Industry.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the vocational education philosophies of school districts in Wyoming. This study would also help in the development of a vocational education philosophy that could eventually be utilized by all Wyoming educators.

The material presented should also provide the reader with information concerning the content of vocational philosophies, goals, and objectives. Included in this study were philosophies, goals, and objectives from school districts throughout the State of Wyoming.

This study was made possible through the cooperation of 39 school districts which responded to the requests for data. The results were compiled, tabulated, and evaluated to determine conclusions and recommendations set forth in this study.

Findings

The data obtained were analyzed and tabulated into one of four categories: (1) districts with separate vocational philosophies; (2) districts acknowledging the need for vocational education; (3) districts not mentioning the need for vocational education, and (4) districts categorized as other.

1. Districts with separate vocational philosophies.

   Eight of the districts or 20.5 percent participating in this study had separate vocational philosophies.

2. Districts acknowledging the need for vocational education.

   Seventeen of the participating districts or 43.7 percent acknowledged the need for vocational education in the district's overall philosophy. This was the largest category.

3. Districts not mentioning the need for vocational education.

   A large percent (30.8 or 12 districts) failed to mention the need for vocational education in the districts overall philosophy, goals, and objectives.

4. Other.

   This was the smallest category. Two districts (5 percent) did not mention the need for vocational education in the overall district philosophy nor did they have a separate vocational education philosophy. These districts did have philosophies goals, and objectives for some of the service areas.

5. Development of a Vocational Philosophy.

   From the analysis of the eight district vocational philosophies and the review of literature the following vocational education philosophy was developed.

Vocational Education Philosophy

The ____(name of organization)____ believes that Vocational Education should provide the opportunities and the kind of instruction that prepares students for the necessary entry level skills needed in the

occupational areas. The Vocational Education curriculum should be an integral part of the total education process offered to all students. We further believe that:

1. Vocational education is not intended as preparation for a four year baccalaureate degree.
2. The many and diverse changes in the social, industrial, and educational development of Wyoming present a constant challenge and need for vocational education.
3. New programs should be developed as needed for new industries. Programs must keep pace with the changing times and up-to-date with realistic goals, sequence of courses and modern equipment.
4. Vocational education is that kind of instruction that prepares for employment. The preparation might be at the entry level or it might be advanced training in adult education. Whatever the level of instruction, the requirements must be based on the needs of business and industry.
6. Vocational education shall provide direct instruction in attitudes, skills, and knowledge.
7. Vocational education can increase the relationship between school and society as a whole.

Conclusions

On the basis of the data obtained, review of literature, and findings, the following conclusions were reached:

1. The term philosophy is used loosely when regarding vocational education.

2. There was no general consensus concerning the philosophies, principles, goals, and objectives of vocational education.
3. More districts did not possess a vocational education philosophy than those which did have a vocational education philosophy.
4. The districts attitudes towards vocational education philosophies varied from district to district.
5. Some districts want help in developing vocational philosophies.
6. The development of an overall vocational philosophy will be difficult to compose because of the difference in district attitudes concerning vocational education.

Recommendations

On the basis of the data obtained and the conclusions reached, the following recommendations were formulated:

1. That all districts should develop a separate vocational education philosophy.
2. That the State Department of Education should recognize the importance of Vocational Education through a statement of philosophy.
3. That the State Department of Education should provide leadership in the development of Vocational Education philosophies.
4. That the WVA provide assistance in the development of vocational education philosophy.
5. That North Central Evaluation and Accreditation teams encourage school districts to develop and maintain vocational education philosophies.

6. That further study be conducted in the area of vocational education philosophies.

SELECTED REFERENCES

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2. Durkee, James and Richard Rowles, Vocational Education: Program Standards for Quality. 1976, pp. 1-7.

3. Issues and Answers in Vocational Education. 1975 National Leadership Development Seminar for State Directors of Vocational Education, September, 1975, pp. 1-21.

4. Paulter, Albert J., Interpreting the Principles of Vocational Education. Voc. Ed.--The Journal of the American Vocational Association, January/February, 1981, pp. 67-70.

5. Policy Making for Vocational Education. Los Angeles, California, Division of Vocational Education, California State Department of Education, 1975, pp. 1-9.

6. What is Vocational Education? Wyoming Vocational Association, 1981, p. 6.

7. Wyoming Education Directory. Wyoming State Department of Education, Cheyenne, Wyoming, 1980-1981, p. 30.

APPENDIX I

LETTER TO SUPERINTENDENTS

The University of Wyoming Vocational Education Department, in cooperation with the State Department of Education's Vocational Programs Unit, is currently conducting a study to determine local school districts' Philosophy of Vocational Education.

This study will permit the University of Wyoming Vocational Education Department to determine the Vocational Education Philosophy of individual school districts, to develop an overall Vocational Education Philosophy that could be utilized by all Wyoming educators, and to establish a better understanding with local school districts regarding Vocational Education.

For this project to be successful it is necessary to request a copy of your school district's philosophy. If your district has separate Vocational Education philosophies, goals, and objectives please include these too. Please forward this information to: Mr. Tim MacDonnell, University of Wyoming Vocational Education Department, University Station Box 3374, Laramie, Wyoming, 82071; no later than March 27, 1981.

Copies of this report will be available to all participating districts upon request. Your cooperation is appreciated.

Respecfully yours,

Timothy J. MacDonnell
Project Director

James R. Durkee
Acting Department Head
Vocational Education

FOLLOW-UP LETTER TO SUPERINTENDENTS

On March 5, 1981 I sent you a letter to inform you of a study the University of Wyoming Vocational Education Department is currently conducting, and to request a copy of your school district's overall and Vocational Philosophies.

The study will permit the University of Wyoming Vocational Education Department to determine the Vocational Education Philosophies of individual school districts, to develop an overall Vocational Education Philosophy that may be utilized by all Wyoming educators, and to establish a better understanding with local school districts regarding Vocational Education.

As I mentioned in the previous letter, the success of this project depends upon your cooperation in forwarding a copy of your school district's philosophy, and a copy of your school district's Vocational philosophy, goals, and objectives. Please forward this information to: Tim MacDonnell, University of Wyoming Vocational Education Department, University Station, Box 3374, Laramie, WY, 82071.

To insure the effectiveness of this study we should like a 100 percent response to our request. At the present time the response rate is approximately 60 percent, so, if you have not forwarded the requested information, please do so by April 18, 1981. Your cooperation in this matter will be appreciated.

Respectfully yours,

Timothy J. MacDonnell
Project Director

APPENDIX II

ALBANY COUNTY SCHOOL DISTRICT NUMBER ONE

PHILOSOPHY OF VOCATIONAL EDUCATION

Albany County School District should provide vocational education opportunities for every student. The opportunities should meet the total spectrum of needs from those students who are interested in exploring vocational areas and to those students who desire entry level skills in occupational areas.

We believe that cooperation between students, the home, the community and the school is essential in providing sound occupational development. This cooperation is necessary in order to enhance and develop vocational programs.

CARBON COUNTY SCHOOL DISTRICT NUMBER ONE

OCCUPATIONAL PROGRAM PHILOSOPHY

1. The Rawlins High School Occupational Program provides opportunities for all interested students--regardless of what their post-high school plans may be--to learn the fundamentals and skills involved in certain occupational clusters.
2. The program provides an opportunity (preferably at the sophomore level) for all students who want to explore an occupational cluster or clusters. At this level, the vocabulary of the cluster and the basic tools and instruments used will be introduced.
3. Upon the decision of the student, he or she can then pursue the cluster of his or her choice at the advanced level. At this level, students are given the opportunity to develop their skills, potentials, and interests in a specific area.
4. Opportunities are provided for students to develop such desirable employee traits as respect, cooperation, trustworthiness, dependability, initiative, cleanliness, and pride in workmanship. Also, it is intended to have the student realize the economic advantages of pursuing an occupational cluster and to take his or her place in today's society.
5. Upon completion of the advanced level, a student should be considered as an individual who has had the opportunities to learn

certain fundamental skills and to develop certain basic attitudes which should make him a desirable applicant for a position or a good candidate for additional training.

FREMONT COUNTY SCHOOL DISTRICT NUMBER ONE

VOCATIONAL EDUCATION

The Fremont County School District Number One Board of Education believes that vocational education is for everyone who needs, wants, and would benefit from such training.

Vocational Education shall provide direct instruction in attitudes, skills, and knowledge necessary for entering employment in the area for which the student received training.

OCCUPATIONAL EDUCATION

Occupational education focuses on the awareness, orientation and exploration aspects of comprehensive career education. The Fremont County School District Number One Board of Education shall provide for occupational education programs, including work experience, when appropriate for student needs.

FREMONT COUNTY SCHOOL DISTRICT NUMBER 25

PHILOSOPHY

Career Education as viewed in District #25 is a philosophy, i.e. a concept. It is important that all staff members understand why and how the concept of Career Education was developed, and what the goals of Career Education are.

The concept of Career Education was developed as a direct result of the demand by the American public to make education relevant to modern society. Drop out rates have been increasing at an alarming rate indicating disillusionment, confusion, and loss of value for education. Because the concept of Career Education was a direct result of the heavy criticism being leveled at public education, it attempts to deal most directly with the areas of criticism. Proponents of Career Education stress the need to enable students to acquire the necessary academic skills and attitudes about work, leisure, and education, so that they can adapt to change, can be skilled in certain career areas that best suit their abilities and interests, and can be assured of furthering their education and retaining employment throughout their lives.

American education, as currently structured, best meets the needs of the minority of students who will some day become college graduates. It fails to place equal emphasis on the needs of the majority of students who will never go to college. It also fails to include the general public in its formulation of policy and as a resource in the classroom.

Schools using the concept of Career Educatien as part of thier philosophy deal with attitude development and career exploration as well as career preparation, and share the resonsibility of education with business, labor, and the community to attempt to meet the needs of the majority of the students in the school system.

Because of the affluence of our society over the past generation, students now attending high school are more interested in who they are rather than what they are to become. The emphasis seems to be on establishing a self-identity. Once this identity has been established, the student can then get about the business of pursuing an education that meets the needs of his identity. Opportunities must be provided for students to develop self-awareness, and attitudes that will contribute to self-esteem and flexibility. Through the career exploration programs, success experiences, diverse activities, and emphsis on self-analysis, students in a school using the Career Education concept achieve first, a self-identity, and second, have a broad basis from which to select an occupation that will meet their individual needs.

The demand to meet the needs of the majority of students, to make education relevant to employment and live in American society, and the necessity to help students gain self-identity and the ability to adapt to change by assisting the students in developing a broad basis of self and career knowledge, which will enable a student to qualify for several occupations, are key issues in the need for Career Education.

NATRONA COUNTY SCHOOL DISTRICT NUMBER ONE

PHILOSOPHY OF VOCATIONAL EDUCATION

Vocational Education is that kind of instruction that prepares for employment. The preparation might be at the entry level or it might be advanced training in adult education. Whatever level, the instruction should be based on the requirements of business and industry.

Vocational Education is not intended as preparation for a four year baccalaureate degree.

Vocational Education must be designed for all students who can benefit from the instruction.

Vocational Education should be made available in the public schools in grades 11 and 12 in the areas of Business and Office Education, Trade and Industrial Education, Agriculture Education, Cooperative Education, Home Economics Education and Distributive Education.

Vocational Education must be maintained, improved, and expanded in the public schools. New programs should be developed as needed for new industries. Programs must keep pace with the changing times and updated with realistic goals, sequence of courses, and modern equipment.

Vocational Education porgrams should provide the students with the ability to explore new ideas, to develop personal interest and abilities, and to understand the world of work in our complex and changing society.

PLATTE COUNTY SCHOOL DISTRICT NUMBER ONE

PHILOSOPHY OF VOCATIONAL EDUCATION

Platte County School District Number One believes that Vocational Education is a bridge between man and his work. Millions of people need this education in order to earn a living. Every man wants to provide for his family with honor and dignity and to be counted as an individual. Providing for an individual's employability as he leaves school, and throughout his worklife, is one of the major goals of vocational education. Vocational Education looks at a man as a part of society and as an individual, and never before has attention to the individual as a person been so imperative.

SHERIDAN COUNTY SCHOOL DISTRICT NUMBER TWO

PHILOSOPHY

The rapid growth in our technical society has placed new and ever changing demands on Vocational Education. It is therefore, the intent of the Vocational Education Department of Sheridan High School to take a practical approach to the development of curriculum. The underlying theme of the Vocational Education Department is to provide programs which prepare individuals for areas of occupational life by increasing technical knowledge and skills. The students should also have the opportunity to explore all areas of Vocational Education. This curriculum should be an integral part of the total education provided for the students of the community. In order for this curriculum to be relevant and comprehensive, the business and industrial segment must be involved.

(Note: The term student refers to adolescent. They are male, female, of various minority groups, handicapped, disadvantaged, and those who appear to be college bound as well as those who are not.)

WASHAKIE COUNTY SCHOOL DISTRICT NUMBER ONE

PHILOSOPHY OF CAREER EDUCATION

Career Education

Contributes to the economic life of society by developing a producer of goods or a provider of services.

Furthers the importance of membership in a family group.

Provides opportunities for successful participation in the life of the community.

Assists in the development of avocational interests.

Brings about the acceptance of responsibility concerning the aesthetic, and moral life of the community.

Aids in revealing the range of career options and the development of positive attitudes toward life and work.

APPENDIX III

PROSSER'S SIXTEEN THEOREMS ON VOCATIONAL EDUCATION
a Basis for Vocational Philosophy

1. Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work.
2. Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself.
3. Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself.
4. Vocational education will be effective in proportion as it enables each individual to capitalize his interest, aptitudes and intrinsic intelligence to the highest possible degree.
5. Effective vocational education for any profession, calling, trade, occupation or job can only be given to the selected group of individuals who need it, want it and are able to profit by it.
6. Vocational training will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the point that the habits

developed are those of the finished skills necessary for gainful employment.

7. Vocational education will be effective in proportion as the instructor has successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach.
8. For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally nor socially effective.
9. Vocational education must recognize conditions as they are and must train individuals to meet the demands of the "market" even though it may be true that mroe efficient ways of conducting the occupation may be known and that better working conditions are highly desirable.
10. The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs.
11. The only reliable source of content for specific training in an occupation is in the experiences of masters of that occupation.
12. For every occupation there is a obyd of content which is peculiar to that occupation and which practically has no functioning value in any other occupation.

13. Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time that they need it and in such a way that they can most effectively profit by the instruction.
14. Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves.
15. The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized.
16. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit of this minimum of per capita cost, vocational education should not be attempted.